



## **Methodical Conditions for the Implementation of Images of the Environment**

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**Abstract:** The article describes the process of forming primary school students' perceptions of the natural world: the system as a set of interconnected and interdependent systems. it is reported that these subdivisions combine to achieve educational goals and objectives.

**Keywords:** environment, substructure, imagination, ideal, trust, belief, natural-scientific knowledge.

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**Introduction.** The formation of natural science perceptions of the environment in the primary grades can be seen as a holistic learning process. In this process, subject-subject relationships and the effectiveness of the educational impact are ensured. The pedagogical process in primary school is a specially organized, purposeful interaction between teachers and students, which preserves children's values of the environment, participation in this process, the scientific worldview: the current natural-scientific landscape, spatial and ecological consciousness of primary school students, social - to solve the problem of formation of ecological culture and interest in education.

The process of forming primary school students' perceptions of the natural world: the system is embodied as a set of interconnected and interdependent systems. these subdivisions unite in the pursuit of educational goals and objectives.

Represents the purpose, tasks, methodological approaches, functions, didactic principles and didactic support of the process of formation of perceptions of the natural sciences about the environment in primary school students.

The goal is the element that determines the purpose of the whole pedagogical process. A goal is a reasonable idea of the overall end or intermediate outcome of a research; to set goals in accordance with this research work, first of all, to continuously form in students a holistic view of the world around them; second, - the formation of behavioral skills inherent in nature and culture in the environment, nature and social environment; third, to create a contextual basis for the future successful study of a natural science course in primary school; and fourth, to create the conditions for the individual to understand himself and to develop independently.

**Discussion.** It consists of creating a natural-scientific landscape of the environment in primary school students.

This process is based on the following principles:

- integrity of natural-scientific concepts;
- continuity and continuity of natural knowledge;
- systematization of educational effects;
- unity of theory and practice;

- Rely on students' independent and research activities.

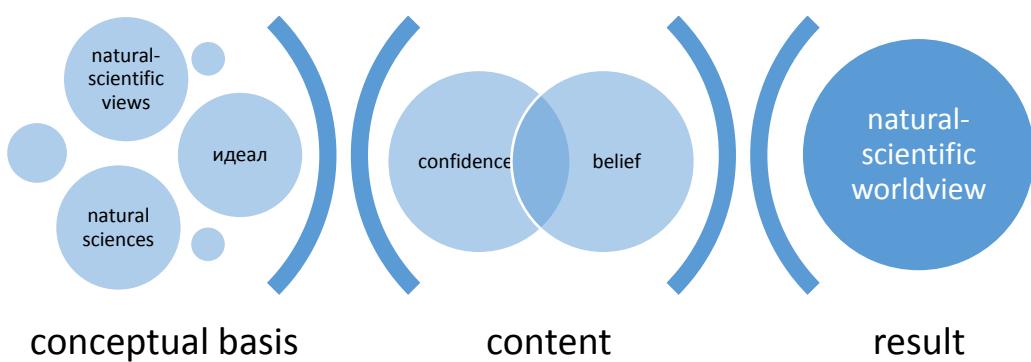
The lack of a well-structured nature of students' natural-scientific views leads to a poor formation of their perceptions of the integrity and integrity of the environment in the future and their skills of systematic analysis of the process. It was also found that they are unable to properly assess the interaction in the system "Nature-Human-Society" and to overcome the problems that arise in the relationship in this system.

The system of natural-scientific views helps to form a holistic view of the universe and to determine the place of man in this system. The place of man in the natural-scientific landscape of the universe is determined by his life position, natural-scientific knowledge, views, ideals and beliefs.

The analysis of the process of primary education and students' perceptions of nature showed that there are the following objective contradictions in the formation of the natural-scientific landscape of the world in primary school children:

- Contradictions between natural disasters and the possibility of their negative impact on the individual;
- Conflicts between the blessings of nature and the needs of the individual;
- Contradictions between natural processes and the knowledge necessary to understand them;
- Contradictions between the scope of natural science knowledge required by society and the motivation to acquire them;

The natural-scientific worldview consists of the following components:



**Picture 1. Components of the natural-scientific worldview**

Let's talk in detail about the components of the concept of natural-scientific worldview:

**Natural-scientific knowledge** is an internalized form of information about the external world, objective reality. The following distinctive features of natural science can be distinguished:

it is a product of the mind and is based on scientific sources about nature;

it is sorted according to certain criteria and methods;

recognized as knowledge by society or a subject;

arises in the mind of the individual as a result of perception (internalization) of the external world and manifests itself in the form of perception, imagination, a set of data;

is formed on the basis of testing and systematization in the context of social and scientific experiments;

natural-scientific knowledge is formed in accordance with the purpose, using the created situation and opportunities. But even in a spontaneous situation, knowledge can emerge based on practical situations. Such knowledge is robust because it is based on life situations and clear motivation;

natural-scientific knowledge is formed on the basis of purposeful mastering of the system of concepts and views on the subject in the process of teaching natural sciences;

in the system of continuing education, natural-scientific knowledge is systematized and has a clear logical structure, based on the theory of knowledge, based on the interdependence and continuity of concepts;

the process of acquisition of natural-scientific knowledge takes place with the participation of mental operations, thinking functions, psychological features of the person;

natural-scientific knowledge has a certain scope, volume, and according to its characteristics it is divided into broad or superficial, deep or narrow, scientific or mystical, theoretical or practical, general or special.

**Natural-scientific views** - have an individual character in relation to knowledge, and consist of analysis, relationships about nature, society. Views can be of natural, scientific, political, historical, artistic, pedagogical, psychological, etc. types, depending on the content and direction.

Natural-scientific views consist of personal attitudes, thoughts, and considerations toward natural processes or events. The basis of views is the knowledge system. Natural-scientific views are formed on the basis of knowledge acquired in different periods from different sources about nature and society.

Unlike natural-scientific knowledge, natural-scientific views are based on active personal attitudes, descriptions, analyzes.

Natural-scientific views have the following features:

will have an individual character;

based on analysis;

is of a descriptive nature;

will be summarized;

based on observations and experiments;

comparative analyzes help to distinguish truth.

**The ideal** is the highest peak of activity, the highest goal, the objective object, and the system of basic concepts that determine the essence of events.

The ideal in the structure of the natural-scientific worldview has the following features:

the highest point of perception of the objective world, the main standard;

an ideal pattern of a normative nature;

a basic example in the process of comparative analysis;

the main goal, but it may not be possible to achieve it completely. It is possible to approach its level;

has an ideal subjective character and is formed in the human mind on the basis of each person's personal knowledge and views;

it also serves as a perfected and valuable example that regulates the spiritual and moral views of

ideal people;

is associated with human thinking as an ideal psychological phenomenon;

the ideal person and society is the highest example of aspiration and it is the mechanism that regulates the activities of members of society;

**Confidence** is an emotion that appears in a person's worldview after natural science has been tested in practice. It is subjective in nature, but objective conditions, external influences play a leading role in the emergence of trust. In the system of natural-scientific worldview, trust is important and has the following characteristics:

confidence finds content based on solidly assimilated knowledge. For this reason, a person who has mastered knowledge can express his thoughts freely;

another foundation of trust is a clearly stated goal. There is no meaning in the life of a person who does not set a clear goal for himself, and he lives with the incomprehensible truths of the subconscious ("I do not even know what I want from life"), he becomes very addicted to foreign ideas. More precisely, the alien will be forced to take ideas. This means that a person who has no purpose will not have confidence in himself and the knowledge he has acquired.

reflection, i.e. self-analysis and self-assessment also serve to increase confidence. Only a person who values his knowledge objectively and highly will begin to believe in his knowledge, will be able to defend his position firmly;

criticism can lead to a loss of trust. It is therefore necessary to learn to draw the right conclusions from criticism. This serves to build trust;

excessive problems in the acquisition of knowledge, problematic situations can distract the person from the main goal and lead to a decrease in the level of confidence.

**Belief** is a well-defined motive for activity. It occurs on the basis of a firmly established belief. Belief comes only as a result of a lifelong test and a strengthened belief. It is the firm attitude of the subject towards nature and society, which is formed on the basis of certain ideals.

Belief is a perceived need of people. This need motivates people to act on their own values, views and ideals. Beliefs based on a person's system of views and ideals constitute his or her worldview. Extensive and deeply mastered knowledge serves as the basis for the formation of beliefs in the human mind. But knowledge does not become a direct belief. To do this, knowledge must be systematized, transformed into opinions, evaluated on the basis of ideals, and made sure that they are grounded and true. Belief is formed only when there is a systematic and critical analysis of knowledge, when general and specific aspects are identified, when they are analyzed and synthesized.

**Conclusion.** Although faith is based on knowledge, while knowledge is objective in nature, belief represents the subjective position of the individual. Belief is the pinnacle of belief that a particular piece of information is true.

It usually occurs where there is a problem with the creed. Otherwise you will only be convinced that the knowledge is real. Scientifically proven data is knowledge. In contrast to the scientific point of view, the information that a person believes in himself and proves its authenticity in the course of his activity becomes a creed. Belief is a product of human creative potential.

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